

College of Design

**Department of Architecture
Accreditation Process**

Review

Education and Student Affairs

Committee

Iowa Board of Regents

Architecture courses have been offered at Iowa State University since the institution first enrolled students in 1869.

The department has existed under four different names:

- 1914: Structural Design
- 1918: Architectural Engineering and Rural Structures
- 1940: Architecture and Architectural Engineering
- 1967: Architecture

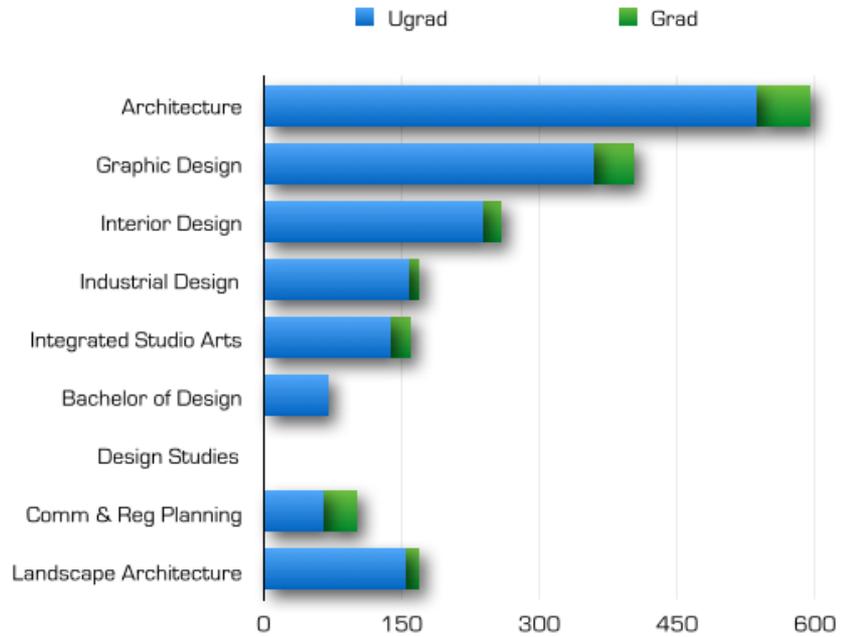
The department of Architecture was part of the College of Engineering until 1978, when it became part of the inaugural set of departments in the then new College of Design.

Size Overview of Programs Accredited

COLLEGE OF DESIGN

Enrollment by Department
Fall 2013

	Ugrad	Grad	Total
Architecture	537	58	595
Graphic Design	360	43	403
Interior Design	239	20	259
Industrial Design	158	12	170
Integrated Studio Arts	138	22	160
Bachelor of Design	70		70
Comm & Reg Planning	66	36	102
Landscape Architecture	154	16	170
Total	1722	207	1929

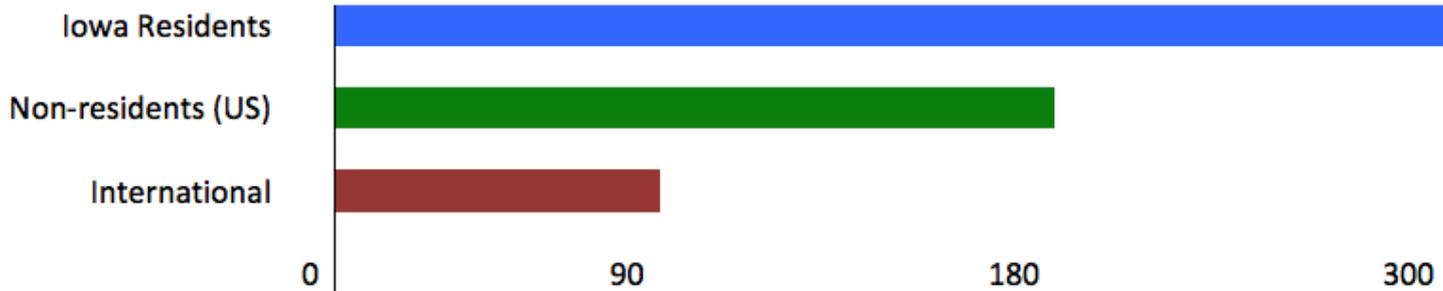


Overview of Programs Accredited

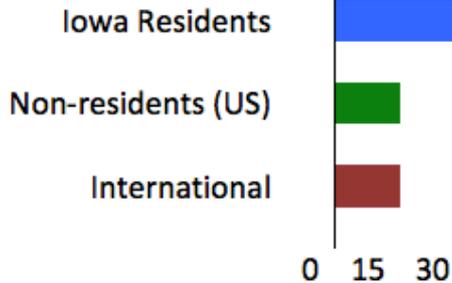
Demographics

DEPARTMENT OF ARCHITECTURE 2013

Undergraduate Enrollment Demographics



Graduate Enrollment Demographics



National students from 22 US states & International students from: China, Ecuador, India, Indonesia, Iran, Jordan, Kuwait, Malaysia, Netherlands, Puerto Rico, Qatar, South Africa & South Korea.

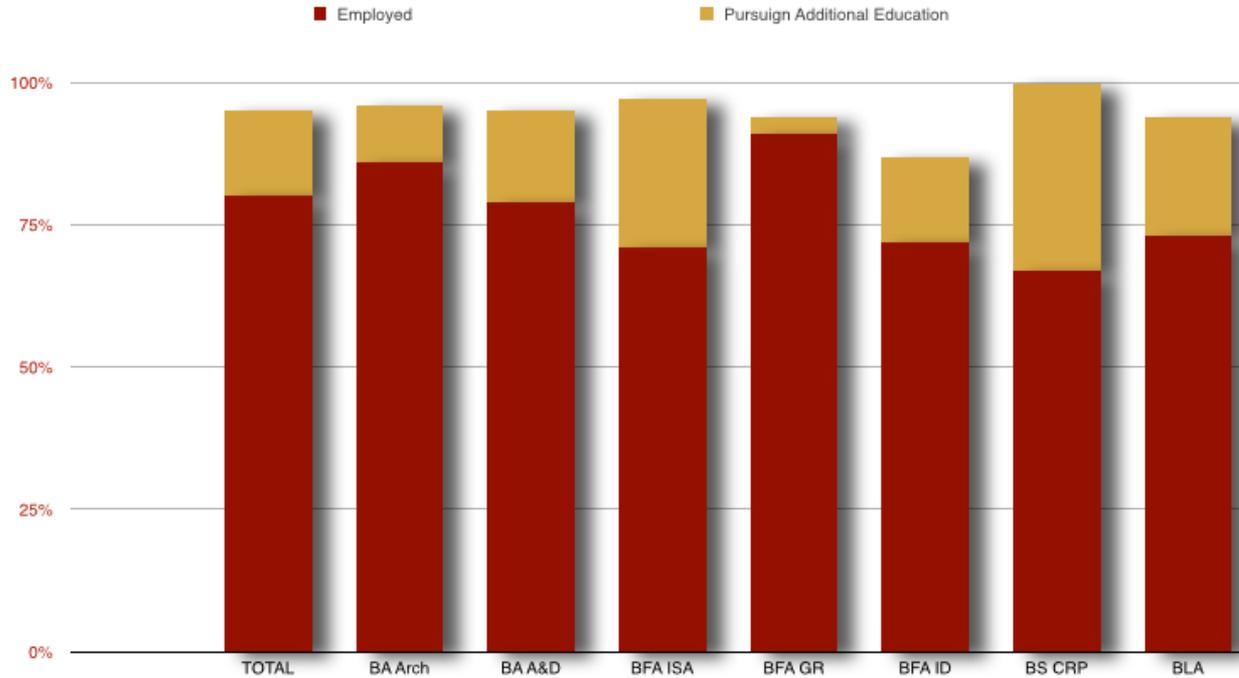
Overview of Programs Accredited

Graduate Success

COLLEGE OF DESIGN POST-GRADUATION STUDENT PLACEMENT FY12

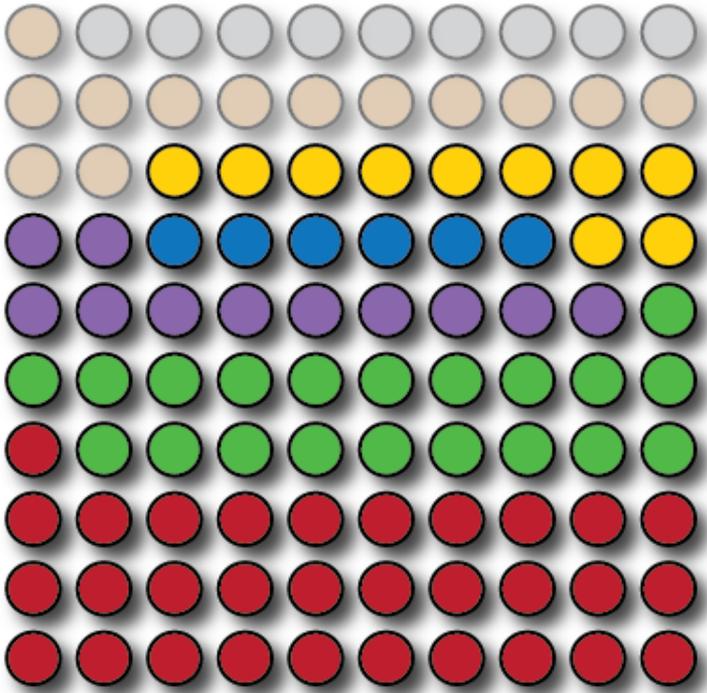
	TOTAL	BA Arch	BA A&D	BFA ISA	BFA GR	BFA ID	BS CRP	BLA
EMPLOYED, CONTINUING EDUCATION	94%	97%	95%	97%	94%	87%	100%	94%
*EMPLOYED	80%	86%	79%	71%	91%	72%	67%	73%
PURSUIING ADDITIONAL EDUCATION	15%	10%	16%	26%	3%	15%	33%	21%

* INCLUDES: all employment, including part-time , non-professional, and some temporary positions. May include internships with possibility to continue. Number of students in this category that are seeking different employment also shown in "still seeking"



Overview of Programs Accredited

Size



Department	Faculty (FTE)	Accreditation Agency
Architecture	36.12	NAAB
Graphic Design	13.50	NASAD
Industrial Design	7.60	NASAD
Integrated Studio Arts	24.05	NASAD
Interior Design	11.00	NASAD
Community and Regional Planning	10.33	PAB
Landscape Architecture	15.70	ASLA

Overview of Programs Accredited

Accrediting Body & Characteristics

- **1912 ACSA** Establishes “*Standard Minima*” as a basis for schools to meet the requirements of architecture education.
- **1940 AIA** in collaboration with **NCARB** established **NAAB**
NAAB’s founding agreement announced its intention to create an integrated system of architecture education that would meet the demands of the profession, while allowing schools with varying resources and circumstances to develop according to their particular needs.



[American Institute of Architects]



AMERICAN INSTITUTE OF
ARCHITECTURE STUDENTS



N C A R B

[National Council of Architectural Registration]





Professor Gregory Palermo

1994: Board of directors; president;

1988 – 2013: Chaired almost 20 teams and has been on close to 30 visits

Visited universities in Colombia and Chile regarding accreditation in South America; and spoke at EAAE-AEEA [European-American] Education Council meeting in Brussels on international accreditation exchanges.

Accreditation Results

Accreditation Status and next review

- The Bachelor of Architecture and the Master of Architecture received an ***eight year accreditation term***
- This is the maximum term granted to any institution
- The next accreditation visit will take place in **2021**
- This result is a testament to the commitment of the faculty and staff in the department of Architecture and the College of Design to the highest academic standards in the discipline.

“This institution is committed to preparing students for practice as visionary problem solvers and developed thinkers as well as informed decision-makers for the betterment of society.”

“A highly motivated faculty dedicated to the cause of architecture education has created a rigorous, challenging, and dynamic interdisciplinary climate for teaching and learning.”

NAAB Report



ACSA award for Creative Achievement: Over the last decade no one has had more national recognition for "Creative achievements....that advance architectural education." than ISU, Department of Architecture.

Conditions not met in Educational Outcomes and Curriculum

Only four conditions were not met out of fifty-five this is overall a great result made evident in the maximum term granted by the accrediting body. Nevertheless, different actions currently intend to address the concerns of NAAB.

- **Historical Traditions and Global Culture:** The team determined that this requirement was not met to the necessary degree within the required history/theory sequence. Particularly, non-western traditions are covered in elective courses and therefore it is possible that not all students are exposed to the subject. A single history survey course was suggested.
- **Response:** *The department addresses historical tradition and global culture in a variety of classes (both seminar and lectures) that go into depth with respect to specific traditions and cultures as described by NAAB. We believe that the single survey approach suggested is not conducive to in-depth study of the subject. The faculty is currently considering the development of new curricula that will address both the NAAB requirements and the very high internal standards of the department.*

Conditions not met in Educational Outcomes and Curriculum

- **Accessibility:** Although there is ample evidence that Accessibility is thoroughly covered in the elective course Arch 571 “Design for All People,” the team could not find evidence of ability demonstrated in work of design studios or other required courses, in the B.Arch. and M.Arch. Programs. The suggested solution is to make this course required.
- **Response:** *Although the suggested solution would be an easy fix, the department will use this opportunity to find more effective approaches to incorporate the subject seamlessly in our comprehensive design studio offerings.*

Conditions not met in Educational Outcomes and Curriculum

- **Life Safety:** The presented design studio work of students showed deficiencies in code compliance.
- **Comprehensive Design:** The accreditation team found no evidence in the work shown that any students had developed the ability to integrate Accessibility and Life Safety into their project solutions.
- ***Response to these two criteria not met:*** *Changes to the studio structure have been taken and will be implemented in the Fall of 2014. Within the coming years, these changes will allow us to better address accreditation criteria. Enhancements to the conditions will come in the form of advancements made between studio pedagogy and the departments research objectives.*

Causes of Concern

NAAB identified only three Causes of Concern.

- **Physical Resources:** “Currently, the physical resources of the architecture department seem *barely* adequate for students’ educational needs.”
- **Response to cause for concern:** *While facilities are a concern for most of the programs in the university, and although solutions will not be easy, the department is working with the dean, provost and president to update our infrastructure and improve the academic experience of students and faculty.*
- **Required Sets of Elective Options:** While these courses “allow for a deeper explanation of specific knowledge..., the existing structure of these courses still does not guarantee equal exposure to the entire NAAB Student Performance Criteria for all students.”
- **Response:** *Providing a high quality curriculum to all student is the goal of the department and we are currently considering focusing on adding lecture courses in lieu of select seminar courses. This will ensure that all students have equal exposure to specific NAAB identified Student Performance Criteria.*

Causes of Concern

- **Core Studies:** The visiting team questions “whether the College of Design core courses ...(pre-architecture) prepare students for the B.Arch. Program, both in terms of rigor and relevant academic advisement.”
- **Response to concern:** *The core program is important to all departments of the College of Design, it is an award winning program that will undergo review in the near future to better address the needs of all departments. Currently, an ad hoc committee has been formed to analyze the program with respect to freshman architecture requirements and will report these findings to the Core Board*

Conditions Met with Distinction

- **Technical Documentation:** “Students showed admirable skills in the design and construction of physical scale models.”
- **Collaboration:** “Collaboration was not only required in many levels of learning in both B.Arch. and M.Arch. Programs, but integral to the learning culture of the school both for students and faculty as they acknowledge it as essential to professional work and interpersonal relationships as a whole.”
- **Comment:** *The above two comments succinctly express two sides of the profession of the architect. One, being the knowledge and expertise in craftsmanship and material practice, or the making of the built environment. The second, being the ability of the contemporary designer /architect to understand multiple and complex issues of importance to the social and physical environment today and to communicate these in an adequate and meaningful way to those both inside and outside their profession.*